# ALTRUISM, BELIEF IN JUST WORLD AND ACHIEVEMENT MOTIVATION AS PREDICTORS OF HAPPINESS AMONG UNIVERSITY STUDENTS

**Synopsis**

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## INTRODUCTION

Students are the building blocks of the future. Various factors have a large influence on the students' lives. Altruism, achievement motivation, and belief in just world are the factors that are among those factors. Altruism, the selfless concern for others, fosters a supportive and empathetic campus culture. Engaging in altruistic acts can lead to positive emotions and a sense of fulfillment, contributing to overall happiness. Belief in just world is the belief that actions bring morally fair consequences and provide students with a sense of stability and fairness in their experiences. This belief can enhance their resilience in the face of challenges, as they trust that their hard work and good deeds will be rewarded. Achievement motivation, the drive to pursue and attain goals, is crucial for academic success and personal development and is crucial for students' sense of accomplishment and satisfaction. High achievement motivation can lead to greater academic success and personal growth, which are important components of happiness. Happiness, encompassing life satisfaction and emotional well-being, is essential for mental health, academic performance, and positive social interactions. Together, altruism, belief in just world and achievement motivation create a positive framework that supports students' happiness, promoting a balanced and fulfilling university experience.

**ALTRUISM:** Comte employed the term "altruism" in 1858 to denote a commitment to acting in the best interests of others. The word "alter" means "other" in Latin, and it often refers to an orientation toward others rather than towards oneself. Altruism can also be thought of as an expensive voluntary behavior driven by the desire to help someone else. Altruism is generally defined as any voluntary act intended to favor others without the expectation of reward (Smith & Mackie, 2000; Batson et. al., 2002; Aronson, Macintyre, Precht, Wapnick, & Murdoch, 2002). Altruism is described as a motivational condition when the welfare of others is one's main concern. In simple words, altruism means selflessness. Sharing, admiration, respect, collaboration, helping to protect others from harm, and having empathy for others are all examples of altruism (DellaVigna, List, & Malmendier, 2012). Batson (2011) concentrated on explaining the characteristics of altruistic people and defined the altruistic behavior as having the capacity to empathize with others. Batson (2011) claimed that people who are more able to comprehend and empathize with those in need are more willing to perform acts of kindness or engage in altruistic behavior.

The theories of altruism include the Kin Selection Theory, which was given by Hamilton (1964). His theory takes its most accessible form, the concept of inclusive fitness was developed with the aid of Hamilton's study. According to the evolutionary biology hypothesis known as inclusive fitness, altruistic acts within a species contribute to the success of the species. Genetically linked individuals are more likely to gain from altruistic actions because, while giving up the chance to reproduce when helping a family member, many of their traits will still be passed on to the next generation when their family members conceive. Hamilton's rule acknowledged that altruistic acts tended to occur more frequently between related people than between random people. According to normative theory, three main factors affect altruism; the degree of moral (personal) duty, the cognitive structure of norms and values, and the applicability or relevance of moral obligation feelings. Personal norms have a significant impact on both cognitive and affective functioning. Empathy Altruism Theory, given by Batson (1991) is one of the three main roads leading to helping. As per the theory "perception of another in need," is a result of several elements, such as a perceptible gap between the other's actual and potential state of well-being, adequate salience of both states and attention directed toward the other. Empathy, which is influenced by attachment. Empathy, which is characterized by feelings of sympathy and compassion, inspires altruistic motivation which has as its ultimate objective the enhancement of the well-being of the other. "Hedonic calculus" or "relative benefit analysis," is an evaluation carried out by the observer to determine the most appropriate behavior to address the needs of the other and whether someone else is more capable of doing so.

**Begue, Charmoillaux, Cochet, Cury, and Suremain (2008)** investigated the relationship between altruistic behavior and bi-dimensional just world belief. 30 participants were sampled after donating charity to a street beggar and were compared utilizing 2 short scales of belief in a just world for self (BJWS) and belief in a just world for others (BJWO). Regression analysis was used to examine the relationship. Results showed that belief in just world for others was negatively related to altruistic behavior, whereas the belief in just world for self-tended to be positively associated with it. No effects were observed for age or gender.

**Ali and Bozorgi (2016)** aimed to study the relationship of altruistic behavior, empathetic sense, and social responsibility with happiness. The study comprised a cross-sectional survey and correlational

analysis. As a result, 300 university students from Islamic Azad University were chosen using random stratified sampling. The findings revealed a strong correlation between happiness, altruism, empathy, and social responsibility.

**Lamba and Kumar (2021)** aimed to examine the relationship between altruism and happiness in young adults and middle-aged adults. Data from a sample of 80 participants (40 young adults and 40 middle-aged adults) was gathered. Self-report altruism scale and the Oxford happiness scale were applied to the sample. The independent t-test and Pearson's correlation were used in the study. The main findings were that happiness and altruism correlated positively in middle-aged individuals but negatively in young adults.

**Azazzy (2022)** investigated the relationship between altruistic behavior and subjective happiness. 523 male and female students from Saudi and Egyptian institutions were taken as sample. The Oxford List of Happiness and an altruistic behavior scale were employed in the descriptive analytical technique. Findings revealed that university students who specialized in special education have a statistically significant association between their altruistic behavior and their subjective happiness.

**Shukla and Pharaskhanewala (2022)** investigated the correlation between young people's achievement motivation and altruism. Correlational exploratory research was conducted. It was discovered that there was a strong association between altruism and achievement motivation among 84 samples of young adults.

In conclusion, Altruism, defined as selfless concern for the well-being of others, is closely linked with the belief in just world (BJW), the notion that people get what they deserve. This is because students perceive altruism as a way to maintain justice and balance in the society. This belief can reinforce altruistic behaviors as students feel that their good deeds contribute to a fair and just society. A strong belief in just world can enhance psychological well-being, which in turn may encourage altruistic behaviors, including altruism.

**BELIEF IN JUST WORLD:** The term Belief in just world was proposed by Lerner (1980). Justice beliefs are defined as relatively stable tendencies to perceive the world as fair and just (Furnham 2003). The topic of a just world in Western society, the psychological benefits of believing in a fair

world, particularly for children, and the connections between this view and contemporary theories of cognitive development will be taken into account. These three interrelated approaches to the issue will be discussed.

The Cultural Background states that it is frequently openly taught to children growing up in Western nations that the world is a just place. Teaching youngsters to respect authoritative figures may present a unique chance to promote the idea that the world is just. Children learn to respect American social institutions and to look up to their parents, police officers, and political leaders both at home and in school. This is frequently done in a biased manner, emphasizing only the positive traits of persons in authority and omitting their negative traits. Religions like Judaism and Christianity, which hold that even while just rewards may not manifest right away, they are eventually inevitable, may also encourage belief in a just world.

As per the Psychological functions of having a just world belief, the internalization of cultural norms as the basis for a social learning theory of the formation of the belief in a just world is insufficient; instead, it is necessary to comprehend the motivational value of the belief for the individual. From a developmental standpoint, contends that young children often go from the "pleasure principle" to the "reality principle" when considering the psychological functions of justice. Two personality traits may be linked to the conviction that the world is just, according to Lerner's (1980) developmental analysis. First, according to Lerner, the capacity to postpone satisfaction is crucial for the transition from a pleasure to a reality orientation and is hence closely related to the idea that the world is a just place. Second, Lerner (1980) suggests that having a sense of personal efficacy—the capacity to influence one's surroundings to achieve fair results—relates to one's belief in a just world.

The perspective of cognitive development of Piaget (1965) and Kohlberg (1963) has led to the development of a third theory on the evolution of views about justice. Immanent justice is seen by Piaget in the broader context of children's moral and cognitive growth. Little ones regard their parents as absolute, all-knowing authorities who determine what is right and fair. So, the fact that someone received an adult punishment serves as evidence of his wrongdoing. To illustrate this concept, Kohlberg (1963) told stories to kids between the ages of four and seven in which an obedient child received a reward or a punishment from an adult. Lerner and Miller (1978) developed the just world theory to include identity

relations. Everyone has their experiences when they are 'psychologically indistinguishable' from others. The concept of "justice of need" is aroused and "identity-based activities" are performed when individuals believe that the other person is in need. The self and the "other" become the same, making it impossible for the motivation for helping to be solely egoistic or altruistic. The sense of belonging and the blurring of the self-other divide particularly serve to invoke the resemblance. Theory and research have particularly emphasized that dispositional tendencies to perceive justice in the world include a tendency to believe that others are treated fairly (i.e., general justice for others), as well as particular beliefs that one receives what one deserves (i.e., personal justice for self). General belief in just world reflects the belief that the world is a just place where everyone gets what they deserve and personal belief in just world reflects the belief that an individual is treated fairly in their life.

**Corriea, Batista, and Lima (2009)** investigated the causal relationship among belief in just world, life satisfaction, and mood. University students were selected as sample. The findings revealed no effects of experimentally induced mood changes on Belief in just world but happiness reinforced belief in just world.

**Shah and Ali (2012)** investigated the interrelationships between young adults' global belief in a just world (BJW), religion, and altruism. The correlational design was used. The sample consisted of 120 students (60 men and 60 women) aged from 18-30 years. Pearson's r analysis revealed that religiosity, altruism, and belief in just world were significantly positively related.

**Karadag (2020)** investigated the connection between academic success and belief in just world. A correlational research approach was chosen. The study included 302 undergraduate students as a convenience sample. To investigate gender differences in overall belief in just world, personal belief in just world, and academic achievement, independent samples t-tests were performed. To assess the predictive impact of general belief in just world, personal belief in just world on academic success, and the moderating effect of gender between belief in just worlds and academic achievement, hierarchical regression analyses were carried out. Findings showed that general belief in just world, personal belief in just world, and interaction between gender all predicted academic success.

**Yaseen, Atta, Mallik and Fayyaz (2023)** examined the mediating effect of belief in just world in the

relationship between altruistic behavior and perceived social responsibility among adults. A convenient sampling technique was used to collect data from 310 adults. Multiple regression analysis revealed that believing in a just world and altruistic behavior are both good predictors of perceived social responsibility. Using hierarchical regression, a belief in a just world was discovered as a strong mediator in the relationship between altruistic behavior and perceived social responsibility.

**Wang, Fu, Wu, and Wang (2023)** examined just world beliefs and altruistic behaviors of college students. The self-report questionnaires of 2,272 college students on belief in a just world, empathy, and altruistic behavior were investigated. Findings indicated that just-world beliefs and empathy both positively predicted altruistic conduct, and empathy had an impact on altruistic behavior via just-world beliefs. Belief in just world significantly and directly improves pro-social behavior through positive prediction effects. The mediational impact of empathy was considerable.

In conclusion, achievement motivation is significantly influenced by an individual's belief in a just world. Those who hold a strong belief that the world is fair are often more driven to achieve their goals, as they perceive their efforts will lead to deserved outcomes. This belief can foster resilience and persistence, encouraging individuals to work harder and overcome obstacles, as they trust that their hard work will be rewarded. Understanding this relationship can provide valuable insights into how motivational factors are shaped by broader cognitive and societal beliefs.

**ACHIEVEMENT MOTIVATION:** The term achievement motivation was propounded by McClelland in 1953 in his achievement motivation theory. Achievement motivation is the need for excellence and great success regardless of the potential rewards that may be provided once the milestone has been attained. Atkinson and his associates (1960) developed the theory that achievement motivation is based on two distinct demands. One is the drive to succeed, which is associated with the need to attain successful goals, and the other is the drive to avoid failure.

Some people could be reluctant to accept the obligations of having to achieve objectives or engage in activities because they are worried about failing. Concerns about the repercussions of failing, self-criticism, attention-distracting behaviors, an elevated heart rate, or anxiousness are all examples of motivations to avoid failure that can all result in poor performance. The drive to accomplish successful goals, on the other hand, motivates people more to engage with tasks they are confident and

know they can complete. Individuals are more likely to avoid failure by performing this way. Most people develop both types of drive for success. The behavior of achieving depends on which need is more important.

Achievement motivation is affected by evaluated performance when competing with an excellent standard is crucial (McClelland, Atkinson, Clark & Lowell, 1953). According to Graham (2004) and Weiner (2000), motivation is the urge to carry out a particular behavior or the desire to achieve a specific objective. The goal of motivation is to explain why people decide to do something, how individuals proceed after making a decision, and for how long they are willing. The propensity for achieving particular goals is known as achievement motivation. This type of motivation is linked to unique objectives and strategies for accomplishing them, as well as to preparation, effort, and feelings of self-worth (Barkhori, 2008). For the first time, Murray (1938) presented the achievement motive as a need. He mentioned many human needs, some biological and some psychological needs. According to Hasanzadeh (2009), the achievement motive is a social desire that includes overcoming obstacles, meeting high standards, competing with others, and surpassing them. Because they have a relatively low desire to avoid failing, those who have a high motive for success tend to take on difficult jobs.

**Hassanzadeh and Mahdinejad (2013)** investigated the association between achievement motivation and happiness among students. The Oxford Happiness Questionnaire and the Achievement Motivation Questionnaire were given to the students to complete. The data were analyzed using the independent t-test and the Pearson correlation coefficient test. The findings indicated that happiness and success motivation among girl and boy students have a substantial association and that there is no difference between happiness and achievement motivation among girl and boy students.

**Sharma (2015)** investigated the significance of altruism in relation to achievement motivation, locus of control, and social reinforcement. A total of 240 subjects were selected. ANOVA was used as a statistical technique. Findings revealed that subjects with low achievement motivation and external locus of control were more altruistic than those with high achievement motivation and internal locus of control respectively. The subjects in the social reinforcement condition obtained the highest scores in altruism while those in the social hindrance condition were the poorest.

**Moussa and Ali (2021)** measured the relationship between Student's academic success and happiness levels in higher education settings. The Oxford Happiness Questionnaire (OHQ) was applied. Simple linear regression and t-tests for independent samples were used. Data analysis revealed that higher education students in the United Arab Emirates have high levels of happiness and academic success, and it was discovered that these students' levels of happiness were connected with their levels of academic success. t-test results showed that there was no gender-based variation in the level of happiness among college students.

**Nezhad, Abazari, Mardani, Maleki, and Hebda (2022)** investigated the relationship between happiness and achievement motivation in undergraduate nursing students. 255 undergraduate nursing students were chosen as the sample for a descriptive correlational analysis. Both multivariate linear regression analysis and univariate analysis were used to analyze the data. Happiness and achievement motivation had a clear, significant association.

**Lin, Hu, Chen and Zhu (2023)** investigated the mediating role of belief in just world (BJW) and the moderating role of gender in the relationship between social support and achievement motivation. A total of 1320 students enrolled in three higher vocational colleges in eastern China were surveyed. Results showed that the relationship between social support, belief in just world, and achievement motivation of higher vocational college students showed a positive correlation.

In conclusion, achievement motivation brings happiness as the students excel in their life, they get satisfaction and sense of completeness in their life. That's why happiness is a very important variable to study.

**HAPPINESS:** The word "happy" and this expression, both of which denoted good luck and favor from fortune, first appeared in English in the early 16th century. High life satisfaction, positive affect, and low levels of negative affect are characteristics of happiness as a positive mental state (Morrow-Howell, 2010).

There are different perspectives in which happiness has been explained. Vedantic viewpoint, the four Vedas are all relevant to happiness in one way or another. For instance, ananda, a state of extreme happiness frequently translated as "bliss," is frequently mentioned. Ananda may also refer to a 'release' (moksa) from the cycle of birth, death, and reincarnation known as samsara into nirvana. (Ho, 1995).

This achievement may be understood either as obtaining true insight and lasting peace in this life or it may be understood more broadly as being liberated from the cycle of rebirth. Additionally, in some texts, such as the Brihadaranyaka Upanisad or the Tejobindu Upanisad, Brahman—the ultimate reality that is both immanent to and transcendent of the sensible finite world—is even called "bliss" itself (Hattangadi, 2015). Siddhartha Gautama, often known as the Buddha in Buddhism, his teachings were fundamentally concerned with issues surrounding happiness, at least in its more profound manifestations (experiences related to states like eudaimonic and chaironic happiness, and perhaps even states that modern psychology has not yet operationalized). The liberation of nirvana, which the Buddha and many others after him are said to have attained, is the ultimate goal of the road according to Buddhism, which is viewed as a fundamentally different form of happiness (Collins, 2010). The Quran distinguishes between many types of happiness, including mut'a and sa'adah, in the Islamic worldview. The former relates to merely sensuous enjoyment, which is comparable to the hedonism that Aristotle (2000) scorned and is regarded as a somewhat primitive type of earthly fulfillment (Abde & Salih, 2015). However, the Quran does make a distinction between positive 'praiseworthy' joy and negative 'blameworthy' joy when speaking of the farah (joys) that are attainable in this life (celebrating "the life of this world"). Scientific viewpoint, the first step in doing this is to think about well-being, which most academics believe to be an all-encompassing word that encompasses happiness (De Chavez et al., 2005). According to Freud's (1955) well-known statement, happiness, which can be defined broadly and simply as a pleasant mental experience, could be said to encompass a large portion of the good mental experience (Breuer & Freud, 1955). Feeling good is the essence of hedonic happiness. Eudaimonia focuses more on one's growth and encompasses ideas like moral progress and practice, the quest for knowledge and truth, and the development of one's character (Ryff, 1989). Wong (2011) observed that although being highly appreciated by many people, spiritual experiences are frequently left out of conceptualizations of hedonia and eudaimonia. As a result, he introduced the idea of "chaironic" happiness, which he defined as "feeling blessed and fortunate because of a sense of awe, gratitude, and oneness with nature or God." Chairo is a Greek word that denotes states such as gladness, joy, and bliss, as well as grace and blessing. According to Aristotle (2000), happiness is the best of the most attractive and pleasurable things to happen, and he listed the qualities that make happiness the best of all beautiful

and pleasurable things to happen, including the completion of all co-virtuous actions, the well-being of verbs, and the completion of all co-virtuous actions. Then Aristotle (2000) went on to discuss the several sorts of happiness that exist in life, namely: (1) "a life of pleasure," (2) "a life of politics," and (3) "consecrated life terms." Three significant insights into happiness are established as a result of these three lives: the first view is held by those who consider life to be nothing more than the enjoyment of eating and sleeping, which is the view held by the majority of people; nevertheless, he abandoned it due to the peculiarities of the local animals. The second is that political activity should not be regarded as the highest ideal and the source of genuine happiness and concerns happiness, prosperity, honor, and respect. Aristotle contends that happiness and prosperity must conform to the highest virtues and the superior activity and higher, the same active element, for happiness and prosperity to match and be by virtue. He claims that for human happiness to be fully attained, virtue must be acquired, and virtue can only be attained through leading a light, cheerful, and virtuous life. He concludes the first office that the ultimate virtues are intellect and "spiritual activities following reason" because these are the things that bring about bliss. Therefore, a philosophical existence is the only way to truly and completely be happy.

**Tabbodi, Rahgozar and Abadi (2015)** investigated the connection between students' academic success and happiness. 320 students were chosen using the Morgan table and the stratified random sampling technique. The Oxford Happiness Questionnaire was used to obtain data for the correlational research approach. The findings indicated that student achievement and happiness have a strong beneficial association. The progress of students and happiness are also significantly positively correlated.

**Yasien (2015)** explored the relationship of belief in just world and subjective well-being among students. The objective of the study was to explore the relationship of personal belief in a just world with happiness, optimism, and life satisfaction in students. The sample of 250 students included 131 males and 119 females between the age ranges from 18 to 25 years. Pearson product moment coefficient of correlation revealed a significant positive correlation of personal belief in just world with happiness, optimism, and life satisfaction.

**Chamuah and Sankar (2018)** examined the effect of achievement motivation and learned optimism on students' happiness. 60 individuals who were enrolled in postgraduate courses at a university made up

the sample. They were assessed by the achievement motivation scale, learned optimism scale, and happiness scale. Correlation coefficient data and regression analysis showed that happiness was strongly positively linked with achievement motivation and learned optimism.

**Gurnani and Gaur (2019)** evaluated the relationship between gratitude and altruism. It also examines the mediating effect of happiness on altruism and gratitude. 50 males and 50 females who were adults participated in study. Self-Report Altruism Scale, Gratitude Questionnaire, and Subjective Happiness Scale were used. The findings showed that gratitude and altruism and happiness had a substantial positive association, but happiness had no meditative influence on the link between altruism and gratitude.

**Mauri, Saucedo and Beltrán (2021)** determined the relationship between graduate, happiness and academic success with participants of both sexes between the ages of 18 and 35. The data was analyzed using the SPSS statistical tool to determine the Pearson correlation and the percentage of enjoyment level. Pearson correlation revealed a strong association between happiness and academic success.

In conclusion, the interplay between altruism, belief in a just world, and achievement motivation significantly influences the happiness of university students. Together, these factors create a synergistic effect that can profoundly impact the emotional and psychological well-being of students.

**JUSTIFICATION OF THE STUDY:** The pursuit of happiness is a fundamental human goal, yet its determinants remain a complex web of psychological, social, and environmental factors. Among university students, a demographic characterized by significant life transitions and developmental challenges, understanding the predictors of happiness is particularly crucial. This study examines three specific predictors i.e. altruism, achievement motivation, and belief in a just world, to elucidate their individual and combined impacts on the happiness of university students.

Firstly, **altruism** is a key variable worth investigating. Altruistic behaviors are defined as selfless acts intended to benefit others. University students, who often engage in community service and peer support activities, might experience enhanced happiness through these prosocial behaviors. Investigating altruism can help determine whether encouraging such behaviors could serve as a strategic mediation to boost happiness among students.

Secondly, **belief in just world** reflects an individual's perception that the world is fair and that people

get what they deserve. This belief can influence how students cope with challenges and setbacks, impacting their overall happiness. A strong belief in a just world can provide a sense of stability and predictability, enhancing happiness. However, discrepancies between this belief and real-world experiences can lead to disillusionment and decreased happiness. By exploring this variable, the study aims to assess whether reinforcing a balanced view of justice can contribute to students' happiness.

Lastly, **achievement motivation** plays a pivotal role in the academic and personal lives of students. This motivation drives individuals to strive for success and excellence in their endeavors. Given the highly competitive and goal-oriented environment of universities, understanding that achievement motivation contributes to happiness can provide insights to educational institutions to better support their students' happiness. High achievement motivation can lead to satisfaction and a sense of accomplishment, but it can also result in stress and exhaustion if not managed properly. Therefore, examining this relationship is essential for developing balanced approaches to foster student happiness.

In conclusion, this study is justified as it seeks to address a significant gap in understanding the psychological factors that predict happiness among university students. By focusing on altruism, achievement motivation, and belief in a just world, the research aims to provide valuable insights that can inform support systems within educational institutions. These findings could lead to the development of targeted programs that not only enhance student happiness but also promote a healthier, more supportive academic environment.

**RESEARCH GAP:** Review of literature reveals that the researches were conducted in countries like China, Germany, Turkey and Egypt. In Indian context the researches are less. The researches have been done with different variables like social responsibility, gender, gratitude, empathy and many more but the study has not been conducted on happiness with altruism, achievement motivation and belief in just world collectively so far. The sample was also different in previous studies. While each of these factors—altruism, belief in a just world and achievement motivation—has been individually linked to happiness, their overall relationship has not been systematically studied. Research is needed to explore how these predictors predict happiness, and whether they have additive or synergistic effects.

## METHOD

### PROBLEM

To study the relationship of altruism, belief in just world (personal and general), achievement motivation and happiness among university students.

### CONCEPTUAL FRAMEWORK

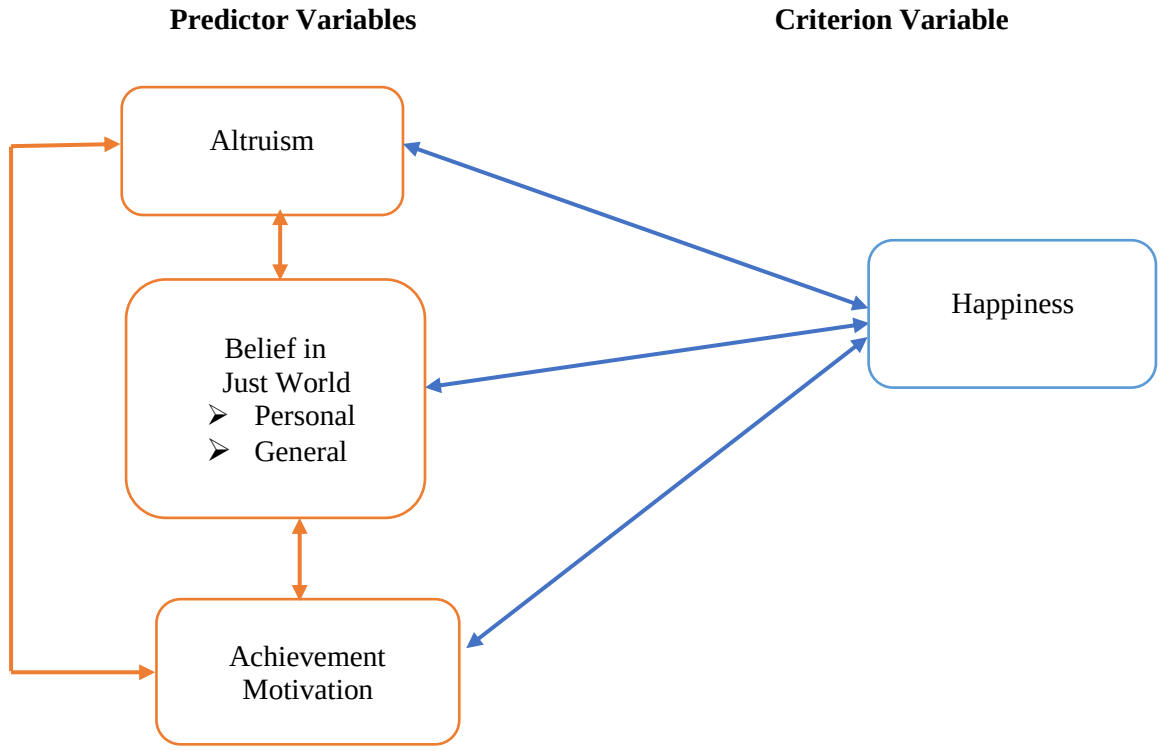


**Figure 1 Conceptual framework is showing the contribution of altruism, belief in just world (personal and general) and achievement motivation on happiness and also showing the interconnection among the three predictors.**

### OBJECTIVES

1. To study the relationship of altruism, belief in just world (personal and general) and achievement motivation with happiness among university students.
2. To study the relationship of altruism with belief in just world (personal and general) and achievement motivation among university students.
3. To study the relationship between belief in just world (personal and general) and achievement motivation among university students.
4. To find out the relative contribution of altruism, belief in just world (personal and general) and achievement motivation in determination of happiness among university students.

## HYPOTHESES

**Alternative Hypotheses are as follows:**

1. Altruism, belief in just world (personal and general) and achievement motivation would be positively related with happiness among university students.
2. Altruism would be positively related with personal belief in just world and negatively related with general belief in just world and positively related with achievement motivation among university students.
3. Belief in just world (personal and general) would be positively related with achievement motivation among university students.
4. Relative contribution of achievement motivation would be much remarkable as compared to altruism and belief in just world (personal and general) in determination of happiness among university students.

## OPERATIONAL DEFINITION OF THE TERMS

1. **Altruism:** It is a behavior that is aimed at benefiting another person.
2. **Belief in just world:** It refers to our belief that the world is fair, and consequently, that the moral standings of our actions will determine our outcomes.
3. **Achievement Motivation:** It is need which is based on the individuals desire to excel in particular task.
4. **Happiness:** It is an experience which brings "joy, contentment, and/or positive well-being to one's life".

## SAMPLE

The stratified random sample of **595** university students would be selected from various universities (Dayalbagh Educational Institute, Dr. Bhimrao Ambedkar University- Agra College, RBS College and St. John's College) of Agra and Colleges of Mathura city. The age of the students ranges between 18-23 years. The sample size of 595 was categorized into 2 groups i.e. 250 males and 345 females. This sample size would be selected with the help of the Cochran's (1977) formula

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where, N= Population

$n_o$= Sample size

n= New sample

**Table 1 Sample Distribution**

| Category | Population | Percentage | Sample |
|---|---|---|---|
| Males | 2326 | 42% | 250 |
| Females | 3238 | 58% | 345 |
| Total | 5564 | 100% | **595** |

**DESIGN**

In the present research a correlational design would be used to study the relationship between altruism, belief in just world, achievement motivation and happiness among university students.

**VARIABLES**

**PREDICTOR VARIABLES**

1. Altruism.
2. Belief in just world (Personal and General).
3. Achievement motivation.

**CRITERION VARIABLE**

1. Happiness.

**INCLUSIVE CRITERIA**

1. The age range is 18-23 years (Graduate and Post graduate students) will be included.
2. The university students will be taken as sample from Agra and Mathura city.
3. Male and female students of Government Universities will be included.

**EXCLUSIVE CRITERIA**

1. The students beyond the age range will be excluded.
2. Students of higher studies will be excluded.
3. Private Universities will be excluded.

**TOOLS**

1. **Self-Report Altruism Scale-** This scale was developed by Manzur and Olavarrieta (2021). This scale will assess the altruism of the students. Total 9 items are present in the scale. It is a Likert Scale with 5 options as answer, i.e. Never, Rarely, Sometimes, Frequently and Always. The range of scores is **9-45**. The test-retest reliability of the tool is 0.77. The predictive validity of the scale is significantly high.
2. **Belief in Just World (BJW) Scale-** The scale developed by Dalbert (1999) will assess the Personal belief in just world and the scale developed by Dalbert, Montada and Schmitt (1987) will assess the General belief in just world of the students. This scale was used in the research Beliefs in a Just World, Gender and Academic Achievement (Karadag, 2020). Both scales consists of 13 items. It is a 6-point Likert Scale with options as Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree. The range of scores is **13-78**. The reliability of the tool is Cronbach's alpha value of the Personal belief in just world is 0.79 and of the General belief in just world is 0.71 and the validity is significantly appropriate.
3. **Achievement–Motivation Scale-** The revised 10-item version of achievement motive scale was given by Lang and Fries (2006). The achievement motivation will be assess on the basis of Hope of Success and Fear of failure. It will measure on 4 point scale i.e. strongly disagree, disagree, agree and strongly agree. The range of scores is **10-40**. The reliability of the tool is 0.86 and the validity is appropriate.
4. **Happiness Scale-** The scale was developed by Bhardwaj and Das (2017). It will assess the happiness of the students into 5 categories i.e. Greater Happiness, High Happiness, Average, Less Happiness and Unhappiness. It consists 28 items and will measure on 5 point likert scale i.e. from strongly agree to strongly disagree. The range of scores is **28-140.** The reliability of the tool ranges from 0.71-0.79 and the validity ranges from 0.84-0.88.

**STATISTICAL ANALYSIS**

SEM (Structural Equation Modelling) will be used to test the relationship between variables (altruism, belief in just world, achievement motivation and happiness) and estimate the relative contribution of each predictor variable (altruism, belief in just world and achievement motivation) in the prediction of

the criterion variable (happiness). Confirmatory factor analysis will also be performed using SEM.

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